**How do the ideals of social justice, collaboration, critical self-evaluation and diversity align with our course objectives and outcomes, and pertain to us in our role as pedagogues?**

As I approach this course, I realize how important it is that I consider the environment, and socioeconomic demographics of the communities that I will work in over the course of this semester as in the future. The course objectives can be directly related to the Conceptual Framework of the School of Education in so many ways. The tools we will gain about teacher-research and Action Research are vital to our ability to stay on top of our field as well as provide our students with the education that they deserve.

As graduate students in this course we will be asked to demonstrate our understanding of ethical issues of research as well as to understand how Action Research is used in the field of education. In gaining an understand of how to apply Action Research to our class rooms we as Action Researchers are opening the door for a greater understanding of content, the world around us, and pushing our students forward into a richer educational future. To me, the work of a teacher-researcher can be evident in the success of their students. If we assume the role that our best is what our students deserve, we are directly breaking the boundaries of social injustice in the school class. All students deserve their educators best, and should be entitled to the same resources across school districts.

It is unfortunate that I have worked in several different public schools over the course of my graduate program, all in different communities, and have noticed some markedly different technological resources, book quality, classroom space and teacher focus. Hopefully, through the research in this course we will learn, appreciate and understand how to implement our research in the classroom. As the educator we should be able to pull from what is out there on the web, a free resource, and use it to compliment our lesson plans and to enrich the educational experience of the elementary student.

In this course, we will select a topic that is relevant to the public education system that we are surrounded by in New York City. What is relevant today is a population of diversity. The public school students are diverse in so many ways: race, gender, learning style, ethnicity, home environment, etc. It is important for us as educators to understand that although a diverse classroom maybe a lot to plan for, each student has the right to a fair education. By utilizing a relevant topic in this course as Action Researchers, we as a team can learn how to focus our attention on how to properly handle diversity in the classroom, and bring each student to the next level. In my opinion, diversity has such a negative connotation in a classroom environment. It is time that we learn in this class how to deal with diversity, and use it to enrich the experience of the student.

While we are working on our Action Research over the course of this semester, we are encouraged to work with a partner or a small group to develop our idea, do the research and come together to collaborate. Collaboration is very important in the Conceptual Framework of the School of Education. While working as a teacher-researcher in the public school setting we are also not alone in our quest for information applicable to our practice in the classroom. Through this course we will learn the ups and downs of collaboration and how to use our colleagues and fellow classmates as a resource. If we expect our students to work together, how can we as educators not know how to cooperatively engage in research and higher level learning?

Lastly, throughout our collaboration and cooperative learning we will be asked to take a step back and examine our practice and the implications of future work. This allows us as graduate students to engage in critical self-evaluation, as we will be expected to do as educators. Understanding ourselves, and addressing the areas where we can improve is only going to make our Action Research better, and our ability to improve our implications of the research in the classroom. Although difficult to do, critical evaluation of your self will directly affect the quality of education we as educators provide our students.

Resource:

Brooklyn College School of Education. (2009). *Conceptual Framework*. Retrieved September 5, 2010. Brooklyn College, The School of Education <http://schooled.brooklyn.cuny.edu/IR-CF.htm>